



InFlight

Enter the Curiosity Lab
*Explore the new Junior School
Science & Enterprise Lab*

Engineering for Success
with our F1 in Schools team

The Last Time I Cried
Removing the stigma of depression



Our youngest and oldest students 'break the chain' to officially open the ELC's renovated Mussared Building.

From the *Principal*

Students today at St John's Grammar can have a contemporary portfolio of subjects and educational experiences. Complementing the more traditional pursuits of Mathematics, Science, Humanities and English, can be a formidable arsenal of knowledge and skills derived from subjects like Motion Energy and Control Systems, Advertising, Promotion and Advanced Film Production, Business and Innovation, Sports Science, Childrens' Theatre, Philosophy, Robotics and Computer-Aided Design. Plus, every student tackles a wellbeing and personal development program called Wings.

Added to this, students can immerse themselves in an ever-evolving co-curricular program. There are unique opportunities like the Formula 1 in Schools program, Nemesis Space Group, Subs in Schools Challenge, Innov8 for entrepreneurs, Young Writers Association, Youth Parliament and the Young Voices series. Our highly capable stars can join the Frequent Flyers Club and participate in a range of problem solving and challenge busting experiences, then form teams to tackle the Da Vinci Decathlon, academic competitions and Tournament of the Minds.

Young people can nominate to be a Wellbeing Ambassador or Reconciliation Leader or they can be part of a dynamic AWARE leadership team which raises awareness on global social justice and environmental issues. Students can get involved in special projects like the *See Me Know Me* film series where our local students create informative videos of our international students, or the *Last Time I Cried* initiative where a group of Senior boys created media stories on how they best navigated very difficult situations in their lives to share with their younger peers in the Rite Journey Program.

Flowing on from our extensive work in the Enterprise and Agency framework, all students from Junior to Senior School benefit from Signature Experiences in developing their innovation skills. The Shark Tank and Flight Fund programs capture those brilliant ideas our young stars develop; some of this year's collection included a compostable fast food container with embedded seeds, wellbeing robo-bots for helping kids come up with strategies to solve friendship fires, holographic phones and heat slings for collarbone injuries. Innov8 allows our Year 8 budding designers and entrepreneurs to pitch their ideas and inventions to a range of potential business suitors. Brilliant and very patentable ideas such as the playing card holder for people with disabilities, sensory blankets for dementia patients, solar pet feeders, backyard bee hives, computer games for multiple players and phone apps designed to monitor soil moisture and control sprinkler systems. The School has welcomed new partnerships with the Flinders New Venture Institute, Lot 14, Green Industries and Zen Energy to help nurture student enterprise and take ideas and prototypes to the next stage.

I love the emphasis on environment and sustainability. Our Future Foods, Future Waste and Future Cities program ignites forward thinking in our youngest stars on sustainable living and our networks in the Belair National Park include programs like the Bandicoot Protection Program and seed propagation with the Belair National Park Rangers and NRM Sustainability initiative.

This edition of InFlight explores a few of these contemporary educational experiences and the joy, engagement and life-directing outcomes that they generate for our young people. Enjoy reading!

Richard Anderson
Principal

www.stjohns.sa.edu.au

YEAR 12 SOARERS

The Class of 2020 achieved excellent final results. In a most challenging year, the students showed great conviction and resilience to generate wonderful outcomes that will now open those doors to their chosen fields of further study and work.

It was a year when teachers went above and beyond to ensure the learning flowed and extra care and support was always provided. A special mention to our International Students, who performed very well under particularly difficult circumstances.

I would like to extend my congratulations to all parents who worked in partnership with the School in guiding and supporting our Year 12 students throughout a year like no other. Generating such outstanding results requires a team effort, and that marriage between home and School remains formidable at St John's Grammar.

"A total of 27 students join our Top Guns, a unique group reserved for students who achieve an ATAR above 90, placing them in the top 10% nationally"



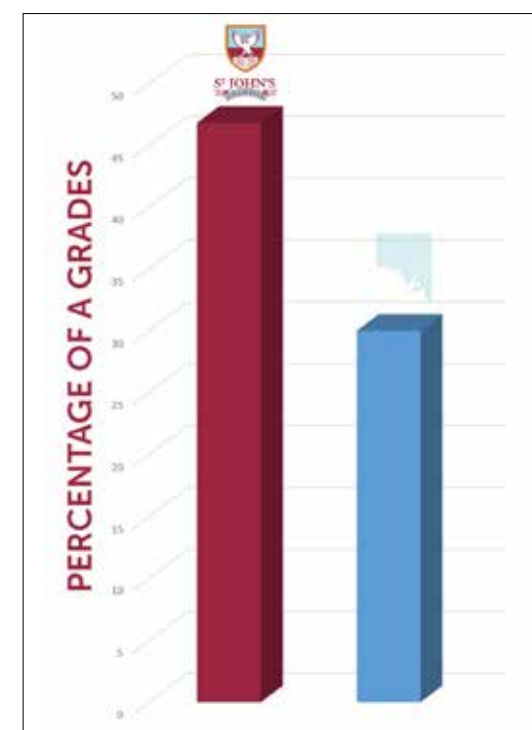
SCHOOL DUX
Willard Ravenscroft
ATAR 99.35

Willard achieved two Merits in English and Modern History, in addition to perfect scores for two university subjects studied at Flinders University through the Head Start Program. Willard was also awarded the *Winterling Family Award for Biology*, the *DMCA Advisory Award for English* and the *Payne Family Award for Modern History*.

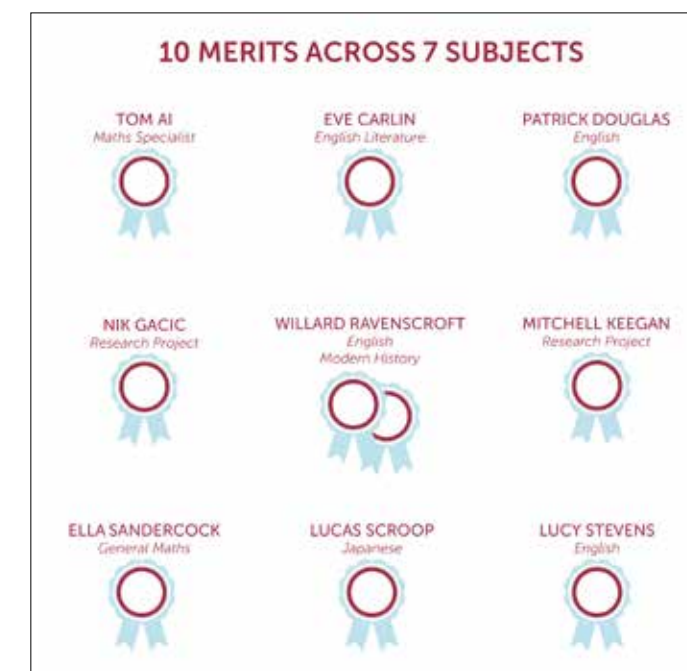


PROXIMAE ACCESSIT
Mitchell Keegan
ATAR 98.90

Mitchell achieved a Merit in the Research Project, in addition to being awarded the *Peter Alexandrou & Harris Real Estate Award for Chemistry* and the *Justice and Society (UniSA) Research Project Award*.



"90% of all grades achieved were A or B grades"



"Nine students were awarded a total of 10 Merits across 7 subjects"



"20% of our Year 12 cohort finished in the top 5% nationally, with an ATAR above 95"



"A perfect score equivalency was achieved by another five students across eight University subjects."

Class of 2020

What are you doing this year?

I am currently studying a Cert III in Business, and a Cert II in Animal Studies. I am hoping to continue down this animal path and get my Cert IV in Veterinary Nursing at the end of 2023, hopefully.

Stef Bell

Eli Campbell

I'm studying Visual Effects & Entertainment Design at CDW Studios/partnered with Flinders. My area of interest in this course is 3D work. This includes 3D modelling assets and models that can be used in video games or movie scenes, 3D realistic rendering, environment creation, and a lot of character design, which I am mainly interested in.

I'm working part time at a café serving and making coffees which is especially needed when I have expensive cars I want to work on.

We were planning to go to Japan at the start of this year but that was not possible, however we hope we can eventually go. I also have planned some interstate travel to Melbourne and Canberra.

I'm currently doing a Bachelor of Public Health at Flinders Uni. I'm working as a casual swimming teacher which has been very rewarding.

Lana Turbill

Lucy Stevens

I'm studying a double degree of International Development and Law at Adelaide University. I am currently working in retail at Sportspower and David Jones.

I am part of the Adelaide Conservatorium chorale and a member of the Adelaide University Rotaract Club in the professional development subcommittee. I also completed RYLA (Rotary Youth Leadership Awards) in April which is a week-long sponsored trip for thirty 18-25-year-olds within our Rotary district, focussed on personal and professional development. I am running the experience as a mentor in September which is very exciting!

I hope to do an exchange to Europe, Canada or Indonesia depending on COVID-19. There's also a few different board and internship opportunities I have been offered already through Global Citizen, local charities and a law firm or two that I'd like to take up!

Charley Kennedy-Dinan

I'm studying Arts (Advanced) and Science at the University of Adelaide, and I'm especially enjoying Japanese, statistics, and geography. I work part-time as a swimming instructor at State Swim teaching 4-12 year olds, and I also tutor in Japanese. Despite COVID-19 limitations, I hope to complete my Gold Duke of Edinburgh Award this year. I am still keeping fit by running most days. I'm really enjoying St John's events through my sister, Lotte, in Year 7. Go Prince!

Edwin Gower

Bachelor of Commerce
Accounting with a
Master of Finance
at the Uni SA
City West campus

Phil Scott

I am currently studying a double degree in Bachelor of Aviation and a Diploma of Flying-Pilot and Management Systems at UniSA's Mawson Lakes campus.

The Diploma of Flying is a 1-year, Commercial Flying intensify degree that I will start next year and runs for the whole of 2022. Within this time the Uni runs flight/pilot training for those high achieving students that were offered these positions, building hours on light aircraft and commercial simulations.

While studying I am still completing all my sport activities with clubs, working part time in my local suburb and coaching the senior hockey team for the school

Mitch Keegan

I'm studying a Bachelor of Mechanical Engineering (Honours) at University of Adelaide.

I'm in the selection process for a design traineeship in the NAVAL Group, who design and build the Australian Attack Class submarines. The position offers onsite education/training, and a 12-month exchange in France. I have also been working part-time at Intersport in Blackwood and continued playing first team soccer at the Adelaide Hills Hawks.

I'm doing Masters of Teaching (Secondary)/ Bachelor of Arts (Maths and Japanese) at Flinders University. Outside of study, I am working as a Mountain Bike Coach for Head for the Hills, developing the MTB skills of kids and adults, which I find really rewarding. I have been riding and racing a lot, which I love. I attended the National MTB championships in March, held in Tasmania, achieving 6th place. I am also doing maths tutoring and learn to ride sessions for young children.

Talia Simpson

I'm doing a Bachelor of Science/Master of Teaching course at Flinders Uni. I'm also working casually at Coles, just doing some night fill. I'm hoping to travel back to New Zealand.

Emma Eade

Lily Zhao

I'm studying a teaching degree with Mathematics and Chemistry at Adelaide University. I'm also working at a milk tea shop part time. I'm hoping to go to Melbourne or Sydney at the end of this year. I haven't been to somewhere else in Australia, so it is quite exciting to me.

Paige Ridley

I'm studying Primary Education at Flinders University and I completed my first semester then

very impulsively decided to apply for a job at Mount Hotham. I put my second semester of uni on hold and am now currently living and working at Mount Hotham. I am working in multiple cafes, babysitting, at a tobogganing slope and at a snow play park. I am enjoying myself here very much and am in my element being out on the slopes skiing and snowboarding every chance I get.

Jackson McCall

I'm doing a combined degree of Arts and Law at Flinders this year. I'm also working part time as a dishy in the local pub. Still not quite sure what I want to do as a career yet, although I am quite set on NOT becoming a lawyer. Hoping I can figure it out along the way, I guess!



FUTURE FOCUSSED

The Board of Governors of St John's Grammar School Inc, as part of its overall strategic planning strategy, commissioned the development of the 2021 Master Plan to help identify future directions for the School.

During 2020 Walter Brooke was engaged to review previous master plans and create an updated Master Plan that incorporated the intentions of the Strategic Plan, preserving the School's strengths and its values and identifying the opportunities to grow and build.

Some important considerations included:

- There are some uncompleted projects from the previous two master plans. A big factor in this Plan was the need to remove the temporary buildings on the Secondary Campus, replacing tired learning spaces with new vibrant, purpose-built learning centres.
- The School did not want to just attend to new big ticket items, but also incorporate the capacity to improve and fix current assets.
- The Master Plan enables progressive, well considered and planned educational initiatives that have already started. The major projects are deliberate strategic builds that drive improvements in the St John's experience for students, staff and parents.

The Master Plan conceptual draft captures the following key requirements:

Facilitation of the St John's Journey: This is the journey within each campus and between campuses. Each year is a singular experience in the overall experience and the learning along the way needs to be showcased and celebrated.

St John's Grammar is a School of enterprising learners: We need to develop zones which enable enterprise thinking, learning and collaboration - flexible spaces to allow for productive outcomes. Places to problem solve, investigate, design, develop, prototype, test and produce.

Continuing to build a connected and engaged community: Development of outdoor learning environments for students which reflect the Hills environment and provide improved weather protection. It is imperative that we continue to provide spaces for people to be together.

Environmental sustainability: All development must incorporate best sustainability practice, to maximise the use of existing facilities with the development new of 'strategic' projects and use the spaces as part of an educational program on environmental care. Water catchment is one area emphasised in any future planning.

Recreational and play spaces: Develop new soft landscape areas with new areas of weather protected outdoor learning opportunities and expand on current sporting facilities.

Preservation of the unique and beautiful environment the School is set in: Continue with our ground's beautification mission, ensuring projects blend and enhance our current natural environment.

The Master Plan proposes eight main signature developments. This is not to say that other elements of the plan are to be pushed on to the back burner. More-so, the School proposes that these eight projects are attended to first in this short 4-5 year window of development.

The Project Manager is Arthur Galantomos, Property Development and Program Manager who is responsible for the overall delivery of the development.

The objectives of Development are to provide:

Stage 1 Development

A contemporary Education Centre to replace the temporary buildings on the Secondary Campus: This will be a first-class learning facility for students, architecturally designed to capture exceptional and personalised learning. The Centre will also serve as a one-stop-shop for all things under the banner of student services and be the main entrance to the campus for our community. Staff facilities will be relocated to the Centre and include flexible, agile work areas, collaboration rooms, conference theatre and other work zones. The development includes the demolition of the staff building and expansion of the main car park.

An expanded Secondary Campus Technology and Enterprise Precinct: This will incorporate workshops for new materials such as plastics and metal, an area designated for more high-tech equipment like 3D printers, laser cutters and VR equipment, an enterprise workshop and an improved digital technology space and media room. What is crucial in this learning zone is facilitating a learning space that is purposeful for all learning areas, not just technologically specific subjects.

A refurbished Secondary Campus Art Precinct which utilises the spaces on the southern side of Retreat House and the old Chapel, extending indoor/outdoor gallery zones and garden areas. Incorporated in project is to utilise the existing music tutor smaller rooms as senior art studios.

Stage 3 Development

A Performing Arts Precinct in the Junior School: This extension project will build on current Music spaces to include performance and teaching areas for Dance and Drama as well. The Junior School would benefit greatly from the construction of Music learning space. This would free up the classroom under the Sports Hall for Enterprise and Science learning and Guided Enquiry for our Junior Primary stars.

Refurbish the remaining classrooms of the Junior School and connect classrooms on the lower level to create a Year 5 learning hub similar to the Year 6 model in the Harnett Building.

Appointment of Consultants

The Board of Governors appointed DesignInc to complete the design concepts for Stage 1 development and Walter Brooke for Stage 3 development. The timeline for the delivery of the design concepts is October 2021.

FUTURE FOUNDATIONS



Members of the Mussared Family and special guests, attending the celebration event for our Mussared Building at the ELC



The School's Master Plan continues to develop and is now in the design phase, with a number of planners and architects working to bring it to life, with a quest to commence construction early in 2022. It is indeed an exciting time for the School, and we look forward to sharing in more detail the designs and plans for our Campuses as we move forward.

The Foundation has been recently reinvigorated, and going forward will focus on supporting a number of projects and appeals. Over the page you can read about our Junior School Science Lab, however another wonderful project that has reached completion has been the refurbishment and extension of the Mussared Building in the Early Learning Centre.

The front of the precinct has been landscaped, complete with new banners, and the back deck of the Mussared Building has been modified to become a weatherproof learning area.

To celebrate the completion of this project, an ELC Open Morning was held with both our 3-Year-Old and 4-Year-Old classes attending along with some very special guests.

While Peter Mussared was unable to attend, his children and grandchildren represented him with pride, and son David shared a speech written by Peter. The Mussared family enjoyed looking around the building and grounds and reminiscing on their time as ELC students and parents. We were also joined by past Heads of School and current staff and parents, as well as three Year 12 School Captains who started their St John's journey in the ELC.

Joel, Lauren and Olivia spoke to the children with great enthusiasm about their fond memories in the ELC and Junior School, and our youngest learners were clearly very inspired by them, asking many questions and inviting them to join in with some favourite activities.

Our guests enjoyed hearing about the completed refurbishment as well as our Master Plan projects from Principal Richard Anderson, and were keen to join in with a fun ELC song and dance! Reverend Wendy blessed the Mussared Building before our School Captains were joined by three excited ELC students to break open the paper chain and celebrate the building upgrade.



What used to be a well-used sports equipment shed has undergone a drastic transformation into a Science and Enterprise Lab for students to expand their horizons through opportunities to discover, generate and innovate.

"A typical day has lots of students, of all year levels, coming in and using the space," said Ms Breanna Stacey, the Junior School Science Teacher.

"It's a space for those messy, large, tricky, long-term, wonderfully challenging and deeply engaging projects that fire up their curiosity and creativity," she said.

From the museum-style specimen drawers, mobile tool trolleys and live animals, alongside the open seating, flexible furniture and all the fittings of a modern Laboratory means the students can shape the space and the experience to suit their needs.

"The ability to flex and change the Lab around student needs allows them to understand how best they learn and also encourages self-reflection and awareness as well as highlights valuable skills of collaboration with others," Ms Stacey explained.

"Students are able to test, fail, refine and test again in a safe and supportive environment. Plus the 'discovery space' also allows teachers access to 'spark points' that can engage and excite students, or further their interests by beginning those conversations, questions and thinking."

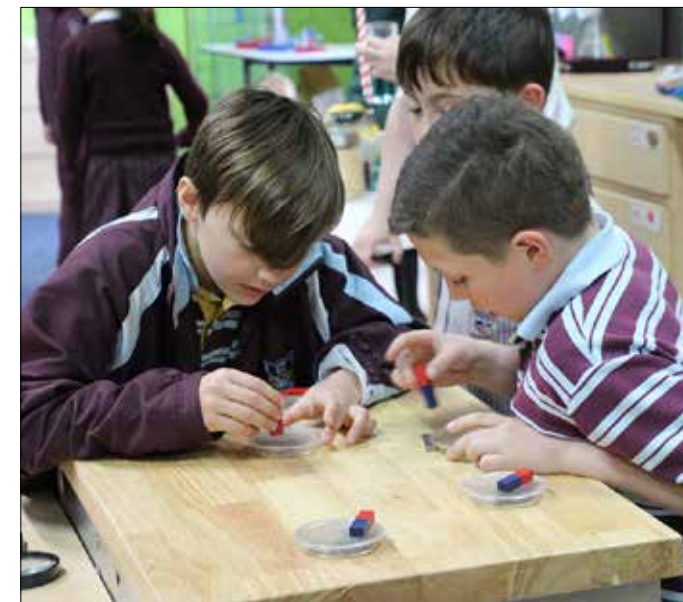
While this kind of space is slowly becoming more common in schools, ours is particularly unique with the ability to expand the space in the near future.

Ms Joyanne Gardner and Ms Bronwyn Sharpe, both exceptional educators with a wealth of understanding in student learning and agency, have designed this space with a teacher's perspective which has enabled the Science and Enterprise Lab to be tailored specifically to students and their learning.

With the space forming her main base at the school for specialist Science teaching, you'll find Ms Stacey not only teaching the Year 5 and 6 Science and Design & Technology curriculum but she also plays a pivotal role in facilitating the learning occurring in the Lab as well as Science/Inquiry education for the Junior School at all year levels. Working alongside Ms Sharpe who teaches Year 3-4 Science, Ms Stacey's role is new to the Junior School. Ms Stacey brings a wealth of experience, having spent the last 20 years teaching in Australia, United Kingdom and Scotland, and most recently at Pulteney Grammar School.

Ms Stacey, in particular, can't wait to see what comes next in this ever evolving space. Some exciting things coming to the Lab are some more animals. Through a potential partnership with Minton Farm Native Animal Rescue Centre, we hope to have different animals spending a little time with us before being returned to their natural habitat.

It is also our hope to add a hydroponic or aquaponic system that can complement the sustainable food movement underway at the School, through its veggie patches and gardening club. In addition, acquisition of more specimens through donation is always sought, as is expert insight through guest presentations from our parents or wider community.



Discovery and curiosity are hallmarks of our new Junior School Science Lab, with the space a haven for all sorts of questions, inquiries and creative thinking.



JUNIOR CAMPUS CARNIVALS

ATHLETICS		
Moffatt (838) Prince (782) Gooch (751) Halstead (523)		
	Age Champion Girls	Age Champion Boys
8/9 Year Olds	Keira Steinhardt (Gooch)	Archie Ellson (Gooch)
	Runner Up – Victoria Renfrey (Gooch)	Lenny Mitchell (Gooch)
		Runner Up - Izaak Binnie (Halstead)
10 Year Olds	Dayna O’Connell (Moffatt)	Joe Welsh (Prince)
	Runner Up – Dior Scholz (Moffatt)	Runner Up – Jett Thomas (Moffatt)
		Runner Up - Alex McDermott (Prince)
11 Year Olds	Marlie O’Connell (Moffatt)	Boone Donnelly (Moffatt)
	Runner Up – Lilliana Fiacchi (Moffatt)	Runner Up – Benji Wiese (Prince)
12+ Year Olds	Lily Maros (Gooch)	Jude Thomas (Moffatt)
	Runner Up – Millie Ellson (Gooch)	Runner Up – Archie Molyneux (Moffatt)
Congratulations to Jude Thomas and Lily Maros also won the Best Year 6 Athlete Cup Award.		

SWIMMING		
Moffatt (386) Prince (355) Gooch (337) Halstead (216)		
	Age Champion Girls	Age Champion Boys
8/9 Year Olds	Caoimhe O (Prince)	Lenny Mitchell (Gooch)
	Victoria Renfrey (Gooch)	Runner Up – Aiden Bateman (Prince)
	Runner Up – Ella Zhang (Gooch)	
10 Year Olds	Lily O’Toole (Moffatt)	Alex McDermott (Prince)
	Dayna O’Connell (Moffatt)	Runner Up – Aiden Squire (Moffatt)
	Runner Up – Dior Scholz (Moffatt)	
11 Year Olds	Lexie Zhao (Moffatt)	Damian Draganic (Halstead)
	Marlie O’Connell (Moffatt)	Runner Up – Jacques Bartlett (Halstead)
	Runner Up – Majandra Hymers (Moffatt)	
12+ Year Olds	Siobhan O’Dea (Prince)	Jude Thomas (Moffatt)
	Runner Up – Scarlett Williams (Halstead)	Runner Up – Angelo Peressin (Prince)
Congratulations to Jude Thomas and Siobhan O’Dea who also won the Best Year 6 Swimmer Cup Award.		





SECONDARY CAMPUS CARNIVALS

ATHLETICS

Moffatt (2366) Halstead (2062) Gooch (2040) Prince (1932)

	Age Champion Girls	Age Champion Boys
Open	Lauren Mitchell (Moffatt)	Cade Kennedy (Prince)
Under 16	Chloe Hanna (Gooch)	Tom Donaghey (Halstead)
Under 15	Tahlia Keegan (Halstead)	Kieran Smith (Halstead)
Under 14	Ashleigh Slobedman (Gooch)	Ed Elton (Gooch) & Darcy Bielby (Halstead)
Under 13	Alexis Clayton (Moffatt)	Josh White (Moffatt)
Record breakers on the day: Hannah Tourneur U13 1500m 5.10.45min Ashleigh Slobedman U14 HJ 145cm Caitlin Slobedman OPEN 1500m 5.08.48min		

SWIMMING

Gooch (1820) Halstead (1742) Moffatt (1442) Prince (1412)

	Age Champion Girls	Age Champion Boys
Open	Jenny Davidson (Gooch)	Kyan Percevault (Gooch)
Under 16	Chloe Hanna (Gooch)	James O'Toole (Moffatt)
Under 15	Tahlia Keegan (Halstead)	Jack Button (Halstead) & Kieran Smith (Halstead)
Under 14	Ashleigh Slobedman (Gooch)	Kieran Collings (Halstead)
Under 13	Hannah Mules (Halstead)	Josh Janssen-Merlin (Moffatt)
A special mention goes to Kyan Percevault who broke 2 records: Open Boys 100m Freestyle, 59.65 & Open Boys 50m Backstroke, 32.01		



NACHO

AVERAGE

RESTAURANT

Students at the Junior School have dined in style this year, with their voracious appetites leading them to devour all manner of new and exciting treats. Except the menu isn't quite what you'd expect; instead of food, our students have been feeding their minds with all manner of books at our unique book tasting restaurants.

Imagine this; a themed pop-up 'restaurant' in the middle of the library resplendent with tablecloths and place settings. Each course is served by the waitress, Ms Saxby, who offers interesting insights into the items on the menu as well as tasting notes for each title. In groups of three, up to 15 students devour the 'course' of 5 to 6 books on each table, with each table exploring different new releases. After being satisfied by the books on offer, students write a short review on a napkin which is later displayed in the library, before moving on to the next course – and table - on the menu.

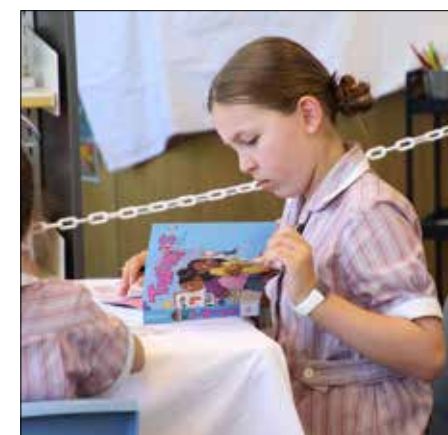
The book tasting movement is big in the US, with the *Starbooks Café* theme in particular proving very popular. In keeping with the food-theme, the idea for *La-BOOK-aracha*, our first restaurant of the year, was born when Ms Saxby came across an apron with the pun, 'nacho average librarian'. Following *La-BOOK-aracha*, an Aussie barbeque restaurant, *Snag A Story*, followed the next term.

"Book tasting provides a fun and engaging opportunity to find a best fit book; a book that you enjoy and are capable of reading," said Ms Saxby, the Junior School Library Services Coordinator.

"The exciting challenge is to inspire and engage more children to read," Ms Saxby said.

"For example, the non-fiction table might have search and find texts like *Where's Wally*, and other tables would include picture books, graphic novels and fiction. The goal is to have books of varying complexity, so all students feel as though there is something they're comfortable, confident and excited to read, regardless of their reading proficiency."

The key is knowing the target audience and developing the theme, the tasting environment and the books to best suit the audience.



With seating for only 15, students are encouraged to make their reservation at the restaurant to be part of the experience. This sense of anticipation is also fostered at the event, with students only tasting four of the five courses available at the restaurant, leaving them wanting more.

"We find students then want to know about the other books on offer and chat to their peers about their book tasting experience. It encourages them to come back to the library and borrow the books they might not have had the opportunity to experience or reserve a book they want to finish," Ms Saxby said.

As part of a Junior School-wide initiative to raise the profile of reading, the book tasting events have seen a real sparkle in students, and a curiosity and confidence in reading, particularly in trying new

texts. Anecdotally, teachers have noticed students are willing to try new books and step out of their comfort zone.

"If kids are reading more it will improve their idea development and vocabulary. They will be inspired to be more creative when writing. Their descriptions become more sophisticated and their storylines become more inventive. The flow on effect has such a powerful impact on all areas of learning. We all love the book tasting experiences," said Ms Gardner, Coordinator of Literacy and Innovation.





Choirs in Concert

The annual Choirs in Concert event is a chance for family members and the wider community to witness the extraordinary talent of our School Choirs and their music teachers. This year's concert was held at Blackwood Hills Baptist Church, showcasing all choirs from the Junior and Secondary Campuses, as well as our Parent Community Choir.

Our choirs were so grateful to have the opportunity to perform live to a packed and very enthusiastic audience. As no live choral performances were possible in 2020, there were many students who performed to the St John's Grammar community for the first time. Our experienced Senior choirs, Senior Vocal and SATB Ensemble, inspired younger performers with their polished harmonies and impressive solos, and all choirs joined together for a combined finale piece. Choirs In Concert also provided our students a fantastic opportunity to work with a rhythm section of professional musicians, including Old Scholar Dylan Kuerschner (2014) on bass guitar. Congratulations to all students and staff involved!

Band Bonanza

The 2021 Band Bonanza took place at the end of Term 1 in front of an excited audience of parents, family and friends, who were eager to see each band perform after so few opportunities in 2020.

The evening was a spectacular showcase of the musical talent across the School, with seven bands taking to the stage: Junior School Band, Concert Band, Year 7 Band, Year 8 Band, Big Band 3, Big Band 2 and Big Band 1.

Students are given a range of opportunities to explore band instruments and perform in an ensemble at St John's Grammar. Many of the students who performed in the Band Bonanza study several instruments and are involved in a number of bands, ensembles and choirs, with different performance opportunities available each Term.



String & Woodwind Concert

String and woodwind instrumentalists from our Junior and Secondary Campuses took to the stage at the annual String and Woodwind Concert. Designed to show the journey our string and woodwind musicians take, as the concert progresses through each ensemble, it demonstrated how far our young musicians can go as they move through our Music Program.

In addition to performances by each ensemble, the audience was blown away by the talents of our senior students who performed as soloists or in a duet or trio.

Many of the musicians in our Secondary School Orchestra and Advanced String Ensemble started playing their string or woodwind instrument in our Year 3 String Program or Year 5 Band Program.

Around the campus



ASIAN SPORTS DAY

A range of authentic Asian sports activities for our Year 7 students made for a fun filled day for Asian Sports Day. Organised by the Languages Team, the event is particularly aimed at students studying Japanese and Indonesian.

Students versed each other in Sumo suits, played traditional Indonesian Volleyball, were challenged by a fast-paced Japanese bean bag toss and showed off their chopstick skills in a championship relay event requiring participants to run as fast as possible holding a piece of popcorn with chopsticks!

This enjoyable event provided an opportunity for students to build their cultural awareness and understanding as well as their teamwork skills.



PEACE POLE

Junior School students gathered for a special Peace Pole Ceremony run by our Year 6 Leadership Team to commemorate the introduction of our own Peace Pole. School Leaders and House Captains shared messages from Mr Michael Rabey, President of the Rotary Club of Canberra, Burley Griffin who has played a leading role in the project and the Under-Secretary-General and Special Adviser to the Secretary-General on UN75, Fabrizio Hochschild. Students heard about the origins, history and meaning behind the project, *100 Peace Poles for 100 Years* and how Rotary has so far exceeded their goal with the installation of Peace Poles in 156 schools and parks around Australia.

We also welcomed Mrs Carty, from Rotary Adelaide, who shared a little about the role Rotary plays in our community and the opportunities available to students as they move through the years. It is also the Adelaide Rotary Club who generously donated to our school Peace Pole number 30.

Both Mrs Carty and Mr Rabey have family connections to our School, so it was particularly special for our students to take part in this project. Our Peace Pole has been placed in the garden at the main entrance to the Junior School and will serve as a reminder to all who walk through our gates of the part we can play in creating a more peaceful world for today and the future.

NITRO NAT RUNS CHEMISTRY WORKSHOP

To conclude their Science unit on combining mixtures, our Year 2 students were excited to participate in a hands-on chemistry workshop with Nitro Nat in our Centre for Creativity. Nitro Nat took our young scientists through a number of experiments using materials that were safe to use without protective equipment, but produced some impressive results!

Students were amazed to see the reaction created when combining different acids and bases, and were thrilled to create some coloured 'worms' to take home.



YEAR 7 SHARECASE

Students took on the role of tour guide during the Year 7 Sharecase evening, taking their parents and caregivers on a unique tour of the Secondary Campus to see the learning spaces and hear first-hand about the exciting learning taking place within, and outside of, our classroom walls.

Parents participated in creative writing activities, picked up some new metal work skills in the Design Tech area, planned a holiday to Indonesia,



improved their Japanese pronunciation and completed Mathematical challenges, just to name a few of the activities on offer! After the tour, parents attended a connection and support session based on the topic of adolescent use of digital technologies and social media. This session aligned well with the Wings Wellbeing Program our students undertake over their Secondary journey, focusing on respect and communication within families, the positive use of technology and the importance of balance.



IT STARTS WITH STEM

A group of our Year 9 girls recently had the opportunity to attend the Flinders University STEM Enrichment Intensive Conference at Flinders Bedford Park and Flinders Tonsley Precinct.

With a focus on being able to present and interpret Science, students were able to choose from 12 interactive workshops that gave them a unique opportunity to explore the world of STEM, learning skills in the area of Physics, Engineering, Design and Technology.

Students were also encouraged to consider a career in STEM, attending inspiring industry talks, tours, interactive workshops and a Women in STEM breakfast.

ENGINEERING FOR SUCCESS



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Each year more than 17,000 schools in 51 different countries compete in designing, engineering, and marketing the fastest miniature F1 car for Re-Engineering Australia's *F1 in Schools STEM Challenge*.



Each team must produce a balsa wood F1 Car, designed against a thorough set of regulations, plus portfolios detailing their processes, a trade display with information and merchandise, team uniforms and logos. Imitating a real-world Formula One team, each group of students use all the elements of STEM to engineer and manufacture, along the way analysing, testing and collaborating.

We took some time with our own *F1 in Schools* team, *Engnetics*, to find out more about this exciting and challenging project.



Tell us about the car?

The E-05: Project Sirin is the fifth design that Engnetics has produced. This design is a balsa wood vehicle, with features such as a 3D printed nosecone, combined with custom wheels and ceramic bearings. This car has been designed for efficiency, taking inspiration from multiple different locations. The most innovative asset regarding the E-05 is Speed Skin, a custom designed skin that features golf ball like dimples that stir up airflow and make the car more aerodynamic. This

technology has been pioneered by Blake and Lachlan and it adds extra performance to the car. Another defining element of the E-05 is the biomimetics; the act of taking inspiration from nature and applying it to human problems. The nosecone on the E-05 has taken inspiration from a kingfisher beak, which is able to penetrate the water, causing little disturbance. The E-05 has a drag coefficient of 0.1Cd, with a drag force of 0.046N. Blake and Lachlan have worked tirelessly since the start of 2021 to create this masterpiece, going from initial sketches, to testing, and finally to construction. Multiple iterations have come before, all more extreme; the result of all this hard work is a highly efficient and aerodynamic car that the team is proud of. The E-05 Project Sirin; uncompromising.

How have you conducted testing?

The use of Autodesk Flow Design, a computational fluid dynamic workspace, has been used to test the car virtually. This is where zones of low or high pressure can be seen, as well as how aerodynamic the car is, and where turbulent air can be seen. Construction of a wind tunnel has now taken place so real-life testing can be executed.

What contributes to success?

It is not only the car that makes a team successful, but also every single other element such as the portfolios, pit display, team uniform and presence. Every single one of the team members has given this competition their all and have a hunger to achieve their best at the 2021 State Finals.

What have been some of the challenges?

Time constraints: there is a lot to do and not a lot of time. Having exceptional time management skills has been imperative for keeping track of tasks. Another key challenge was seeking sponsorship; the COVID-19 Pandemic has made this exceptionally difficult as companies and local businesses, as Engnetics likes to support, have been struggling thanks to the pandemic. Jet had to work around this, especially when seeking sponsorship from businesses in and around the Adelaide Hills.

An additional challenge would be producing the E-05 car on a CNC Machine, as stated in the regulations. Accessing a CNC Machine to use was a difficult task, especially with the time constraints and the design. The CNC Machine used was courtesy of Mr Raimondo's contact at Prince Alfred College, which allowed the team to produce a car in a timely manner.



Blake Tourneur is the CAD/CAM Engineer, he is responsible for the creation of the car on Autodesk Inventor and Autodesk Flow Design.



Lachlan Miegel is the Design Engineer, he designed the F1 car and collaborated with Blake to facilitate the design of the car, as well as tested the car virtually.



Aidan Fahy, the Graphic Designer, works with Adobe Illustrator to create logos, as well as graphic elements for the car, trade display and portfolios.



Jet Dixon is the Marketing Director, he is responsible for finding sponsors and collaborating with industry, such as BAE Systems and Fusion.



Aidan de Sousa is the Social Media Strategist, in charge of online spaces such as websites, social media pages, and creating the all-important portfolios.

What makes this competition so appealing?

The F1 in Schools challenge is an international competition that has scope for every different person, highlighting each person's specific skill set. This is an opportunity for the team to grow from the Subs in Schools competition, as well as build up the team's own reputation

Blake and Lachlan have been able to grow and stretch themselves in a Computer Aided Design space, as well as understand more about design and engineering. Jet has been able to get a feel for the real world, including how to seek connections with industries. Aidan and Aidan have been able to develop their graphic skills, combined with their attention to detail and ensuring everything is complete to a high standard. This team strives to be its best, and never compromise. This is what Engnetics is made of.



PHOTOS: Jim Lee / Melbourne International Comedy Festival

CLOWNING AROUND

While being the class clown wouldn't normally be something to brag about, when you're the National Champion of Class Clowns, it's an entirely different matter!

Year 8 student, Dhruv Rao, was crowned the National Class Clown as part of the Melbourne International Comedy Festival's Class Clown competition earlier this year. Not bad for one of the youngest comedians in the competition!

The judges said: "We chose Dhruv because he was memorable from the very start - I was laughing so much I honestly couldn't believe what I was seeing because he's only 14!"

Dhruv collected a prize of \$1500, a \$100 workshop package for St John's Grammar and a Class Clown trophy.

With a total of 161 registered teen participants, heats and state finals took place across Australia. For a number of years St John's Grammar has had strong representation in the National Finals and this year was no different with both Dhruv,



and Year 11 student, Nick Champion representing our state. The dual entry into the finals came after Nick rightfully won the State Title, with Dhruv later being selected as one of the 'wildcard' entrants.

Along with the 11 other National Finalists, both Nick and Dhruv delivered their comedic sketches with confidence to a panel of industry experts and live audience. While it was a very close competition, it was Dhruv who triumphed on the national stage.

Class Clowns is more than just a competition; it's a gateway into comedy for hundreds of young people. Participants in years 9-12 are given access to professional comedians as mentors, taking part in workshops and performing in front of live audiences at a local, state and national level. Congratulations to both Nick and Dhruv for their outstanding achievements.



NIGHT FOR NEW LIFE

At the start of the year, Year 12 student and Gooch Senior House Captain Sarah Zammit, spoke to her Head of House about one of her strongest memories from the Year 9 Rite Journey, the experience of putting together birthing kits. The cause and the activity had stuck with her, and she wanted to raise money so that the current Year 9s could have the same experience.

Birthing Kit Foundation Australia supports people worldwide who give birth in difficult circumstances, with the aim of reducing the mortality rate. A birthing kit costs \$5, and then needs to be assembled. Sarah, along with fellow Gooch House Captain, Will Jordans, proposed an event to raise money to purchase the materials, and the Year 9 Rite Journey classes could assemble them later in the year. When they proposed the idea to Gooch House, a huge number of students volunteered to help. Alice Moodie painted the artwork, Aidan de Sousa designed the materials, students wrote trivia questions and offered to perform. Students volunteered their time on the night to set up and score the trivia, and our Middle School Gooch House Captains Olivia, Dhruv and Ben hosted the trivia competition. A number of local businesses, many run by School families, generously donated items for the silent auction.

The *Night for New Life* event, held in the John Bray Centre for Performing Arts was another example of the powerful agency of our House Program - students from Year 7-12 working together, following the excellent example of their House Captains, and raising funds and awareness for a cause. *Night for New Life* has raised approximately \$1500 so far, however you can also donate via the parent payment portal - <https://www.stjohnspayment.com.au/events.php> and select 'Birthing Kit Foundation'.



Around the campus

PJ DAY FOR CARES

Since 2013, our Junior School students and staff have been learning about and supporting the *AllKids* education sponsorship charity, as part of our CARES (courtesy, awareness, responsibility, empathy and service) Program.

The Junior School has sponsored Ravy, a Year 7 student who lives in Cambodia, throughout her primary school education and have followed her journey as she has studied a range of subjects through the *AllKids* Learning Centre.

Each year our Junior School Leaders organise a fundraiser aimed at raising the funds needed to provide Ravy with uniforms, books, transport to and from school, medical and health support and educational support.

This year our Junior School leaders had aimed to raise \$370 to cover educational costs for the year, and greatly exceeded this, raising over \$540!

Ravy's dream is to become a teacher so she can ensure a financially independent future for her family, and the money raised will enable her to continue learning and moving closer to achieving this dream.





LET'S TALK ABOUT... SEX

In recent months, the media has given sexual assault the attention it deserves, resulting in, among other things, rigorous discussion about sex education for young people, with a particular focus on consent. Australia-wide, we are seeing increasingly inappropriate sexual behaviour among children under five, which has been linked to viewing pornography.

The research is alarming – the average age of a child first seeing pornography is 11 years old. It is essential that parents understand that online pornography is being programmed to find young people and so all children are at risk of accidental exposure, without proper filters and protections on Internet use.

Beyond pornography, our children receive confusing messages through social media. I spent time trying to trick the TikTok algorithm into serving me content that would be shown to a 14-year-old girl. While it was quick to default me to content for middle aged women, I did glimpse into what my daughter sees in her feed.

CHALLENGE FOR CONSENT

One of the TikTok challenges that bothered me, and didn't even raise an eyebrow from my girls, was the 'Escalator Kissing Challenge'. To summarise, people on the 'up' escalator reach across, grab the person going down and kiss them, filming the kissed (assaulted!) person's response. I was angry on so many levels – the blasé way people were ignoring consent, that intimacy was a game, that I only saw it because I was trying to like videos that 14-year-olds would like, that no one else thought it was a big deal, and that my daughters weren't angry about it. So, the need has never been greater for parents to step with confidence into having open and ongoing dialogue, from an early age, to revisit boundaries, expectations and perceptions and continuing the dialogue throughout the developmental stages.

WHAT SHOULD RELATIONSHIPS & SEXUALITY EDUCATION INCLUDE?

Sexualisation, objectification, coercion, manipulation, sexual harassment, sexual assault, violence, exploiting power imbalance, sexting, grooming, gas lighting and slut shaming...these are some of the concerning areas our young people in 2021 need to be aware of, and skilled to navigate in their relationships.

Consent education should be provided as part of an evidence-based, comprehensive Relationships and Sexuality Education program, guided by key curriculum including the Keeping Safe: Child Protection Curriculum (KS:CPC), the Health and Physical Education learning area of the Australian Curriculum and Shine SA programs.

KEEPING SAFE CURRICULUM

We are strongly guided by the KS:CPC, a respectful relationships and child safety curriculum for children and young people from age 3 years old to students in Year 12. It provides age and developmentally appropriate strategies to help children and young people keep themselves safe. It has a world-class reputation, due to its depth of content, breadth of learning, contemporary nature, and the requirement for explicit training.

Concepts focussing on consent are embedded throughout the different topics covered within the KS:CPC at an age and developmentally appropriate level.

This includes:

- healthy and unhealthy relationships
- rights and responsibilities in relationships
- power in relationships

- sexual abuse, sexual harassment and sexual consent
- anatomical names of the body
- privacy, touching and consent
- online safety, dating, grooming and image-based abuse
- types of abuse and dating violence
- recognising, responding to, and reporting abuse
- trusted networks and support services.

TEACHING PROTECTIVE BEHAVIOURS

Explicitly taught from the Early Years with protective behaviours and assertive language like, 'Stop it, I don't like it', all the way through to Senior Years, where the focus shifts to psychological pressure and manipulation, we are helping our students develop the knowledge, understanding and skills to navigate respectful relationships both now and in the future.

This learning is a priority at St John's and occurs in a number of places including in our Health and Wellbeing lessons, through our Wings Pastoral program, and Wellbeing Wednesday Series on the Secondary campus.

However, learning about respectful relationships is part of everyday life through our culture of wellbeing at St John's, including our whole school Wellbeing Framework (specifically our Belonging & Relationships pillar) and through our CARES framework in the Junior School that focuses on key behaviours we must show in acting respectfully towards others, and ourselves within our community.

We also engage with leading professionals to complement this work. Most recently Dr Tess Opie, from *In Your Skin*, has provided our community with sex-positive, evidence-based, harm reduction approach to relationships and sexuality education.

For practical tips and strategies in the areas of consent and safe relationships, covering everything from smart phones, boundaries, partying and online protections, please visit:

www.stjohns.sa.edu.au/lets-talk-about-sex/

Leonie Harwood

Deputy Principal and Head of Senior School

Carlee Mitchell

Leader of Wellbeing



RALLYING THE TROOPS

Our tROOper Art Auction was a stellar success raising \$23540 for The Glossy Black Cockatoo Project and Kangala Wildlife Rescue.

All kangaroo sculptures – large and small – sold. Many of the large kangaroo sculptures were bought by individuals and community members to reside on properties, as well as local businesses and organisations.

So, how the funds have been put into use by the charity organisations?

"It's inspiring to witness how the school's community responded to the bushfires and through this innovative project demonstrated one of its core values, that of compassion."

CEO of the Nature Foundation, Hugh Hopton, said:

"Your very generous donation will assist with habitat recovery after the bushfires on Kangaroo Island, and will:

- Ensure the Glossy Black-cockatoos persists on Kangaroo Island and recolonises the mainland
- Support valued wildlife relied on by Kangaroo Island's nature based tourism industry, which underpins the local economy
- Maintain the unique wildlife of Kangaroo Island for the appreciation of all who live and visit there
- Support the stewardship efforts of the Kangaroo Island community
- Address key knowledge gaps to improve recovery efforts
- Refine species recovery techniques for use Australia-wide."



"Your donation has made a world of difference to us here at Kangala and we just can't thank you enough."

"We have built and opened up a large enclosure for the older kangaroos which is about an acre in size and it links into the existing joey enclosure. The donations have allowed us to finish this project and install watering systems and shelters. We have also been able to complete an extension to the small joey enclosure which now provides a purpose built area to house injured or stressed animals.

We've had a large number of rescued animals coming through including five joey kangaroos who were saved from their mothers' pouches after their mothers were shot. We have had kangaroos, possums, wallabies, koalas and even an owl needing help.

The donation has helped with our vet bills which were over \$8000 for a six-month period and the purchase of a mobile ICU machine which allows us to transport rescued animals at a consistent temperature and provide a much better outcome for them.

Kangala has a number of volunteers and we continue to assist them by providing training and items such as teats, heat pads, milk powder and other supplies to provide care to rescued animals.

Kangala is also obtaining official charity status which we hope will help us to provide ongoing support for the animals and carers who need our help."

Kangala Wildlife Rescue

"We are grateful that staff and students gave willingly of their time, energy and creativity for other beneficiaries as well as themselves, and that they embraced the school culture of living beyond themselves."

*Hugh Hopton
CEO Nature Foundation*



Jake Kuchel surrounded by his family

The Last Time I Cried

Today I am going to be talking about depression...

Over the past few years, I have had my own experiences with this matter. This has sparked my desire to address this silenced topic in order to hopefully remove the stigma.



Depression is just like any other injury or illness a person will experience throughout their lives. There is normally a cause, symptoms, and there is most often a cure. So why don't we talk about depression or mental illnesses like we talk about a broken bone or cancer?

The best way to describe depression is like cancer. The side effects of depression often begin to form without the patient even knowing. These side effects then begin to take over the body and eventually get to a stage where they control your thoughts and actions. The longer you try to block them out or self-medicate,

went through depression. I lost 15 kilograms during 16 weeks on crutches, but these were the effects that people could see which meant I had lots of support.

It was the side effects that people couldn't see that took a toll on me. I began to lose concentration in class, I couldn't remember anything, and I noticed that my grades started dropping. As someone who has high expectations for themselves, this was quite tough.

Depression eats at your body from the inside which means that people normally can't tell whether someone is depressed or not. It

resilience, determination and grit to push through whatever life throws at you.

I know it sounds weird and cliché, but I honestly would not change anything about the previous three years. Although they have been some of the most challenging, they have also taught me life skills and qualities that I will value forever.

Every obstacle is an opportunity. My goal is to use my experiences to inspire people to be more comfortable in speaking up about mental health issues. In the society we live in, there is a stigma surrounding mental health

"I see it all the time and I am guilty of doing it myself but the next time someone asks how you are, instead of saying, 'I'm fine,' tell them how you truly feel. Saying 'I'm fine' gives your brain a false sense of security. It's like putting a band-aid on a broken ankle."

the worse it gets. One of the most brutal side effects of depression is that it isolates you from your surroundings, it makes you feel as though you are the only one experiencing this pain. This is not the case.

1 in 10 people will experience depression in their lifetime...so why do we feel so alone? This is because every time we say, "I'm fine," a mental barrier keeps building and building which makes it harder and harder for us to finally speak up and tell someone, "I'm not fine"...

Overcoming depression is not easy. It won't happen overnight. You need to work towards it.

In 2018, I broke my knee playing football, after a year of hard work I was back to a physical state where I was able to play football again, this was when I broke my knee again. During my rehab, I

is a disease that often preys on the happiest and most outgoing people. So, I encourage you to ask people you care about how they truly are, because even the happiest people may feel like crap sometimes.

I know that there are so many people going through much worse things than I experienced, but you don't even have to go through something traumatic, or life changing. Many mental illnesses are caused just by chemical imbalances in the brain. So, do not feel guilty or responsible.

These challenges that you face will try to knock you down. Do not let them. I promise you that when you make it out the other side, you will look back on these times and be grateful that you pushed through because these are some of the most beneficial lessons in life. These crappy times will shape you into someone who has the

issues, particularly for men. The stereotypes of 'man up' and 'boys don't cry', need to be removed for people struggling with these evil diseases to feel comfortable telling someone "I'm not fine".

I urge, that if you are feeling trapped, saddened, miserable, worthless or depressed, please reach out. I promise that as soon as you let it out and just release the pain inside, you will feel an insane weight off your shoulders.

We are fortunate to have so many lovely staff and students at this school that truly care about each and every one of you so please just speak up, because tough times don't last, tough people do.

Jake Kuchel
20/21 School Captain



COURAGE RESILIENCE ADVENTURE

School camps build confidence, ignite creativity and problem-solving, stimulate a sense of adventure, encourage social interaction, team-building, and promote independence through experiencing positive interactions with each other outside of the classroom. For many it's also a first initiation into independence; an opportunity for freedom and accountability to make conscious and positive decisions.

St John's Grammar's camp program extends from Year 3 – Year 12 and offers many experiences designed to provide positive challenge in an age-and-stage focused way.

Year 3 – Adelaide Zoo/Warrawong & Nunyara

As the first camp that Junior School students experience, the one-night camp sees students explore the Adelaide Zoo or Warrawong Wildlife Sanctuary before staying overnight at Nunyara in the Adelaide Hills. The focus is on encouraging resilience and independence while also learning about the habitats of animals.

Year 4 – Narnu Farm camp

In Year 4, students travel to Hindmarsh Island to Narnu Farm. Students are challenged to try their hand at manual farm work. The focus is on physical challenge and a greater depth of understanding about the production of food and animal products in a farm environment.

Year 5 – Goldfields Camp

Year 5s explore Australia's goldrush history typically travelling to Bendigo and Ballarat, or locally, if unable to travel interstate due to COVID-19. They explore historically significant sites and learn more about the history of the area during the goldrush and the plight of the era.

Year 6 – Canberra Study Tour

Typically, the Year 6s undertake a 3-day Canberra Study Tour taking in the sights such as Parliament House and Questacon. The focus is on developing students understanding of citizenship, politics and policy making. When unable to travel interstate due to COVID-19, students camp locally and visit the Parliament House of South Australia.





Year 7 – Outdoor Education Challenge Week – Hindmarsh Island

This four day camp run by Wilderness Escape Outdoor Adventures sees students undertake a series of land and water-based challenges such as surfing, kayaking, sailing, overnight camping (including cooking their own meals) and exploring the natural environment. The key for this camp is the building of resilience and physical challenge.

Year 8 – Outdoor expedition along the Murray River

This week-long camp run by Wilderness Escape Outdoor Adventures, sees students develop their skills in lightweight camping and other outdoor activities. Building resilience, taking risks, working in a team, self-reflection are some attributes that are positively developed as part of this experience. The mix of dormitory accommodation, canoeing and camping along the Murray, sees the students develop resilience, ability to self-sufficiently camp and teaching them how to use the natural environment sustainably. Add to this, caving, an Aboriginal Cultural Tour, raft building and Billy Cart making all along or in the surrounds of the beautiful Roonka Campsite.

Year 9 – The Abyss Flinders Ranges Camps including one solo night camping.

Divided into male and female groups, the Year 9s embark on a camp to the Northern Flinders Ranges as part of the Rite Journey program. The Rite Journey program features 7 unique stages to support our Year 9 students during their transition from childhood to adulthood, and each stage incorporates a ceremony or celebration that leads the students to acknowledge their personal journey towards adulthood. Stage 5 forms part of the camp experience, which sees students camping solo in the Flinders for the 'Abyss: Solo' experience. The solo experience and the entire camp is the biggest challenge of the Rite Journey year, and certainly put our students out of their comfort zone, with the purpose of helping them learn more about themselves. Significant challenges included a 60m abseil, the solo night and hiking around the iconic Wilpena Pound, carrying all their belongings. These experiences are designed to challenge the students physically, mentally and socially. The focus of the Rite Journey program for Term 3 was exploring the question, "Is there something more?" where students were encouraged to connect with their own and others' spirituality.



Year 10 – Explore & Soar

The camp experience in Year 10 sees the students explore an interest-based camp. Students spend a week engaged in a challenging 'camp' experience of their choice; one that takes them out of their comfort zone, pushes their limits and boundaries, and requires them to relate with themselves, others and the world around them. There are many different experiences, catering to individual interests, needs and skills, but each one providing our Year 10s with an unforgettable St John's rite of passage, designed to ensure every student soars. Past camps have seen students explore Sydney on an Arts cultural tour with workshops at NIDA, watching musicals at the historic Capitol Theatre, touring galleries and meeting artists and significant landmarks. While other students have become certified at PADI open water scuba diving, or carving up the snow at Falls Creek on a ski trip, or became Masterchefs with Sprout Cooking School & Health Studio and exploring gastronomic delights of foodie regions. While others have had a physically challenging outdoor adventure including rock climbing, kayaking and exploring caves in the beautiful South East SA and Western Victoria with Wilderness Escape Outdoor Adventures.

Year 11 – Explore & Extend

The Explore & Extend program is a week-long program offering opportunities to develop students' skills for life, work and study after school. Developed in conjunction with students, the personalised program is diverse as travelling to the APY Lands, experiencing a variety of workplaces to explore a range of potential career pathways, surf sun and sea: a surf camp on the Yorke Peninsula, and experiencing world cultures by travelling the globe, in our very own state. The experiences on offer vary any given year based on students needs and desired experiences.

Year 12 – Year 12 Retreat

In the penultimate year of schooling, the Year 12 Retreat gives students time at the beginning of the year to reflect on their schooling experience and what they want to have achieve by the end of the year. The experience involves an overnight camp with team building exercises to strengthen students' bonds, a buddy and mentoring activity with the Year 7s and concludes with an induction ceremony to honour the special journey of their final year of schooling.



PARENTS & FRIENDS ASSOCIATION

After the complete washout that was 2020, P&F hit the ground running in 2021, determined to grasp every opportunity to bring our community together.

We started the year with Welcome Drinks at the Secondary School, and drinks and nibbles at the two Junior School Acquaintance Nights. It was lovely to see so many faces happy to be 'allowed' to mingle and mix again. We used these opportunities, alongside our successful New Parent Buddy program, to welcome new families to our School community.

We then managed to organise a Mums' Gin Night at the Stirling Hotel, a Dads' Brews and Burgers night in the amphitheatre on the Secondary Campus, barbecues for the Junior School children for the Swimming Carnival, Athletics Day, Cross Country and JP Fun Day, and the SAPSASA District Cross Country Day canteen...so understandably we are feeling pretty happy with our achievements thus far in 2021! And we are definitely feeling like our community has reconnected, following the multiple cancellations that marked the past twelve months in the P&F social calendar...

In the background, we are continuing to run the Secondhand Uniform Shop, which has relocated to behind the St John's Chapel on Sheoak Road. This has proved to be a valuable resource for the community, both in helping sell used uniform on commission for our families, but also in centralising secondhand uniform for purchase. And, of course,

we ran our Kyttons Easter Bakery Drive, our Mother's and Father's Day stalls, the Entertainment Book and Community Lottery.

Fundraising is the other arm of P&F enterprise – we have a gentle approach to this, aiming to use funds raised to reinvest in building a strong and connected parent community. We have recently committed \$5000 to the purchase of two new branded portable gazebos for use at sporting events, and have supported the purchase of several metal circular outdoor tables and chairs this year that are in the redeveloped Year 7 Precinct, and at the Junior School Science Lab.

Our efforts are now firmly directed to the planning for the St John's Gala Event, to be held on 16 October in the Gardens on the Secondary Campus. We are very excited about this – expect a beautiful marquee, live music, fairy lights, tasty food and drinks, live and silent auction opportunities, and of course, great company! Please set aside this date to come together and celebrate how lucky we are to be part of this wonderful St John's Grammar school community!

Catherine Shepherd
P&F Chairperson



"...we are definitely feeling like our community has reconnected, following the multiple cancellations that marked the past twelve months in the P&F social calendar..."





OLD
Scholars

From the President

The establishment of the St John's Grammar School Old Scholars Association has echoed the example of the Chinese Bamboo Tree. For months this tree grows slowly and methodically underground but once it is ready, it grows 90 feet in just a few weeks. Similarly, for months now we have been working slowly and methodically to grow the roots of the Old Scholars Association. On the outside, progress may appear slow but this is to ensure that when the time comes, we will be able to grow rapidly. We want to build an Old Scholars Association that stands tall for years into the future.

To grow the roots of the Association, we have focussed on: drafting a Constitution; gathering passionate, driven and skill-diversified Old Scholars to sit on the Committee, formulating a short-term and long-term strategy, incorporating the Old Scholars Association, and establishing best practice governance procedures. This has been a highly procedural process and we are currently setting up a bank account, investigating insurance requirements and drafting legal policy.

After scouting many Old Scholars, we are very pleased to have our committee together, you can read their profiles on the coming pages. Lucy Shelton, the School's Community Development Coordinator, will also sit on the Committee as a liaison between the Association and the School.

Beyond Committee work, we have had the pleasure of engaging with St John's newest Old Scholars. It was an honour to speak at the Class of 2020's graduation ceremony and wish them the best with their future endeavours. Furthermore, at Awards Night, we were able to present the inaugural Old Scholars Association Award for Commitment to Community to Charlie Kennedy-Dinan – a thoroughly deserving recipient. Finally, we held our first welcome to the Old Scholars Association. The Class of 2020 were welcomed

with a lunch from Daisy's Burger food truck. It was great to see so many people attend and the visible excitement in younger students walking by. We can't wait to hold this again in 2022 and establish it as an Old Scholars Association tradition.

Later in the year, we hosted our first major event! It was an 'under 4 year reunion' at The Stage Public House and we were very pleased see such strong attendance and positive feedback from all attendees.

While COVID-19 has made the organisation of reunions difficult, we are hopeful that before the end of 2021, we will have held a 5 Year Reunion for the Class of 2016 and a 10 Year Reunion for the Class of 2011. Additionally, the 5 Year Reunion for the Class of 2015 and 10 Year Reunion for the Class of 2010 that could not proceed in 2020 will also be held.

As you can see, it is an exciting time for the Old Scholars Association. Our roots are developing and as we enter into 2022 we are preparing to grow rapidly like the Chinese Bamboo Tree.

Of course this would not be possible without the strong support of Richard Anderson, our amazing Committee Members and the School itself.

We look forward to keeping you updated with the latest Old Scholars Association news, events and developments into the future.

Kind regards

Oliver Douglas
President

Ella Kuchel
Vice-President


Looking for a *function venue?*



ST JOHN'S FACILITIES FOR HIRE
CHAPEL, ART GALLERY, THEATRE, SPORTS HALLS
from as little as \$25 per hour for old scholars

Contact: Lucy Shelton 8278 0246
lshelton@stjohns.sa.edu.au

UPCOMING REUNIONS



6 NOVEMBER
Class of 2010
10 Year Reunion
5PM

14 NOVEMBER
Class of 2015
5 Year Reunion
2PM

28 NOVEMBER
Class of 2016
5 Year Reunion
2PM

4 DECEMBER
Class of 2011
10 Year Reunion
5PM

**Reunions are subject to change due to COVID-19 restrictions.*

Follow us on Facebook & Instagram
for more information and updates
@stjohnsgrammaroldscholars

Classes of 2017 - 2020 (Under 4 Year Reunion)



WHERE ARE THEY NOW?

OLD SCHOLARS COMMITTEE EDITION

James Baker (2007) Chairperson

Following high school, James completed a Bachelor of Law/ International Studies degree at Flinders University, and was awarded a prestigious Prime Minister's Australia Asia Award for his research into disability accessible elections in Indonesia.

James pivoted into ministry, completing a M.Div at Tabor and currently is the CEO of xp, which is a faith-based charity helping young Aussies explore life and faith.

James is excited by the opportunity to maximise the social impact of the Old Scholars in our local community and beyond.

Oliver Douglas (2018) President

Oliver Douglas graduated from St John's Grammar School in 2018 before taking a gap year in 2019. During that year, he joined the Army Reserve as an Officer Cadet, reached a career high Australian ranking of 55 for tennis and worked for a member of Parliament. Thereafter, he was fortunate to receive a life-changing C.A.S. Hawker Scholarship as he commenced a double degree in Arts and Law at The University of Adelaide. Currently, Oliver is working through his University studies and Army training.

Oliver has a strong belief in people's power to affect change and the importance of service to community. It is for these reasons that he sought to lead the revitalised St John's Old Scholars Association. In the years to come, Oliver hopes to work closely with the rest of the committee to create a well-run, community-minded and socially active Old Scholars Association.

Ella Kuchel (2018) Vice President

After graduating from the class of 2018, Ella went straight to The University of Adelaide to begin a double degree - Bachelor of Laws and Bachelor of Commerce (Major in Marketing). Throughout the last 3 years she has juggled her studies, working two part-time jobs and completing month long internships, one in Milan for a Management Agency and the other in Melbourne for a Law Firm.

Ella says that when she graduated from St John's Grammar she had a desire to undertake any opportunity that was going to help her grow and learn. When the opportunity presented itself to become Vice President, Ella's decision was an easy one. She couldn't think of anything better than establishing the Old Scholars Association for the School that was an integral part of making her who she is today and providing others the opportunity to be a part of all that the School has to offer once graduating.

WHERE ARE THEY NOW?

OLD SCHOLARS COMMITTEE EDITION

Kaitlyn Howlett (2019) Treasurer

After graduating from St John's Grammar in 2019, Kaitlyn commenced studying a Bachelor of Advanced Economics at The University of Adelaide. She is pursuing a major in Financial Economics and is thoroughly enjoying the social and academic aspects of life as a university student.

Aside from university, Kaitlyn enjoys many outdoor activities, especially rock climbing, bouldering, hiking and running. She is an avid member of the Adelaide University Mountain Club and helps manage the club's social media.

Kaitlyn can often be found at Beyond Bouldering Climbing and Fitness, working at the front desk or training with friends.

Ben Ransom (2019) Secretary

Following his graduation from St John's in 2019, Ben took a gap year in 2020 and spent time volunteering with his local aged care facility AnglicareSA, in addition to working at the Royal Adelaide Hospital.

This year, he commenced at The University of Adelaide studying a Bachelor of Medicine/Surgery. He was also lucky enough to receive a national Hawker Scholarship, allowing him to reside at St Marks College for the duration of his studies.

Ben also has a love for personal health and fitness, and tries to stay active through sport, regular walks, and getting to the gym most days. In his spare time, he enjoys going to the River Murray on his houseboat with his family, or catching up with old schoolmates. Ben has really enjoyed the social aspects of university and college life and wants to bring a similar sense of community to the Old Scholars Association.

Charlie Zammit (2015) Member

Charlie Zammit studied a Bachelor of Business, majoring in Marketing at University of South Australia. Upon completion, he went on to study a Masters of Teaching at Flinders University, specialising in R-7, and undertook his final placement at the St John's Junior School. He now teaches 4/5s at Bellevue Heights Primary School and has been relief teaching at the Junior Campus too.

Charlie's a keen gardner and shares his passion on Instagram (@charlies.patch). He also loves playing football for the Mitcham Hawks and spending time with mates, his partner Gabby, and his dog.

Charlie says he joined the Old Scholar's Committee as it gave him an opportunity to give back to the School in a way that hasn't properly been done before. It gives him a chance to invite other old scholars from all walks to reunite and stay in touch with one another and the School.



WHERE ARE THEY NOW?

OLD SCHOLARS COMMITTEE EDITION

Lewis Lock-Weir (2019) Member

After graduating, Lewis continued to follow his interests of History, Philosophy and Law, sparked by Mr McKenzie and Mr Cornish.

Lewis is currently studying Law and Legal Practice (Honours) combined with an Arts degree at Flinders University and has been granted a position working for the Associate Professor specialising in international and property.

During past summer university breaks, Lewis travelled to Japan and Turkey. He is looking towards Eastern Europe when travel is possible again. Aside from travelling, Lewis plays futsal with other St John's alumni, and enjoys reading and spearfishing.

Lewis seeks to continue studying after completing his degree and aims to complete his postgraduate studies overseas.

Chris Raymond (2002) Member

Chris Raymond graduated from St John's in 2002 and has been an Old Scholars committee member ever since.

After studying at Flinders University and working overseas, he went on to pursue a career as a teacher. Chris has taught in a range of schools throughout Adelaide and Mount Gambier, and has been back at St John's Grammar for the last 5 years.

His greatest accomplishments are his thriving children, Zoe, Oscar and Jack, and along with his wife, Sarah (2004), they all share a special connection with the St John's community.

Chris is excited by the drive and passion that has been demonstrated by the new committee and knows that the group will successfully serve the continually growing St John's Old Scholars community.

Lucy Stevens (2020) Member

After graduating from St John's last year, Lucy has commenced a double degree of Law and International Development at Adelaide University. She has pursued her love of choir through performing with the Adelaide Conservatorium Chorale and volunteering through the Adelaide University Rotaract Club, including attending the Rotary Youth Leadership Awards, in the April university holidays and is running the September program. Lucy works part time at David Jones and Sportspower along with house sitting and babysitting for families of the School. In her limited spare time, she loves tending to her indoor plant garden, song writing and recording and catching up with her new diverse university circles. Lucy feels very fortunate for the opportunities that the School has given her from a three-year-old to last year, leading her on this new chapter and has been pleased to have the benefit of contributing to the new Old Scholars Association this year.

WHERE ARE THEY NOW?

OLD SCHOLARS COMMITTEE EDITION

Mitchell Keegan (2020) Member

Since graduating last year, Mitch has gone on to study a Bachelor of Mechanical Engineering (Honours). Mitch is currently amidst the selection process for a design traineeship in the NAVAL Group, who are responsible for designing and building the Australian Attack Class submarines. The position offers onsite education/training, and a 12 month exchange period in France.

In his spare time, Mitch has been working part-time at Intersport in Blackwood. He has also continued playing first team soccer at the Adelaide Hills Hawks.

Mitch has been enjoying the flexibility of life beyond school and continue to look forward to what the future holds!

"As you can see, it is an exciting time for the Old Scholars Association. Our roots are developing and as we enter into 2022 we are preparing to grow rapidly"

Oliver Douglas & Ella Kuchel
President & Vice President
Old Scholars Association



WHERE ARE THEY NOW?

in brief



Nettie Edmondson and the Australian Women's Team Pursuit in action



Elise Clements



Nettie Edmondson & Australian cyclists



Tiff Cromwell in action



Charley Kennedy-Dinan & Tom Ai



Eli Campbell



Work from Hamish Fleming's exhibition



Nettie Edmondson



Tiff Cromwell

In her third Olympics, **Nettie Edmondson (2009)** competed in multiple events at the Tokyo Olympics. A strong effort by Nettie saw her place 12th in the Women's Omnium, seventh in the Women's Cycling Track Madison and fifth in the Women's Team Pursuit. The Women's Track Team was fighting for bronze on day two of the track competition and ended up beating Italy to fifth position in the Women's Team Pursuit competition.

Tiff Cromwell (2005) had her Olympics debut at Tokyo in the Women's Road Race (cycling). Perhaps one of Australia's most experienced female cyclists, Tiffany boasts a decade of professional riding experience and two Commonwealth Games appearances. In Tokyo, Tiff finished as the best-placed Australian in twenty-sixth place, two-minutes and fifty-six seconds behind eventual race winner.

Congratulations to Class of 2020 graduate, **Tom Ai (2020)**, who received the Flinders University Visual Arts Award at the 2021 SACE Art Show for his work, *Morbidity in telling truth from lie and Fei*.

Only 134 Stage 2 Visual Arts students from around South Australia had their work selected for the SACE Art Show, including two more St John's Grammar 2020 graduates, **Eli Campbell (2020)** and **Charley Kennedy-Dinan (2020)**. It is an honour to be selected, so to receive an Award is even more impressive!

Recent graduate, **Hamish Fleming (2019)** held an Art exhibition in August. The exhibition, *I Worked Really Hard On This*, was hosted at Fokus Creatives. The exhibition was an autobiographical exploration of mental health, ambition and persistence through adversity, depicted through a range of imagery.

Local Adelaide realist artist, **Elise Clements (2017)** showcased her work as part of the South Australian Living Artists (SALA) Festival in the exhibition, *Natural Perspective: Studies of Landscape and Flora* at the Kitchen Farm Pantry. Elise studied at the Adelaide Central School of Art and the Adelaide College of the Arts and is now emerging onto the arts scene.



Courtney Sandford (2012) and Lachlan Shields



Courtney Sandford (2012) and Lachlan Shields



Matthew Walter (2009) and Emily Crighton



Isobel Grear (2010) and Dylan Wilson (2011) with baby Edith

ANNOUNCEMENTS

ENGAGEMENTS

Courtney Sandford (2012) and Lachlan Shields got engaged on 21 April 2021 in Carey Gully.

WEDDINGS

Matthew Walter (2009) married Emily Crighton on 7 November 2020 at Bayside International Church, Hindmarsh Valley. The reception was held at Thaxted Park Golf Club, Woodcroft.

BIRTHS

Emily Moore (2013) and Rhett Sugars welcomed Billie Arabella Sugars on 1 January 2021, a sister for Bear.

Jack Murphy (2014) and *Erin Little (2015)* welcomed daughter Stevie Murphy on 25 February 2021.

Isobel Grear (2010) and *Dylan Wilson (2011)* welcomed daughter Edith Jean Grear Wilson on 18 July, 2020.



Billie Arabella Sugars



Stevie Murphy



Edith Jean Grear Wilson

**We'd love to share
your news!**

Email your announcement and
a photo to Lucy Shelton
lselton@stjohns.sa.edu.au

GALLA D'AQUILA

(the gala of the eagle)



5 PM SATURDAY
16 OCTOBER 2021
TICKETS 99
INC FOOD, DRINKS
AND ENTERTAINMENT
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